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ABSTRACT

This document is a monograph in a personnel development series addressing issues that are pertinent for policy-making personnel concerned with interagency/interdepartmental coordination and personnel preparation to benefit handicapped students. Section 1 discusses the coordination process between special education, vocational education, and vocational rehabilitation. Section 2 focuses on the importance of personnel development of administrators and teachers to interagency/interdepartmental coordination. In section 3 a series of personnel development methods to prepare personnel to implement cooperative agreements is described, including conferences, inservice workshops, school-based activities, community-based activities, preservice methods, and graduate programs. Section 4 offers recommendations for personnel development for interagency/interdepartmental cooperation at local, state, federal, and preservice levels. Appendixes include materials for personnel development activities. (YLB)

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Vocational Education for the Handicapped: Perspectives on Effective Interagency/ Interdepartmental Coordination

Personnel Development Series: Document 5

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May 1982

FOREWORD

Over the past decade the problems and difficulties that face handicapped youth in their efforts to obtain and maintain employment have been widely documented by researchers, public policy analysts, and advocacy organizations. In the 1970s the U.S. Congress enacted several pieces of education, training, and employment legislation to focus, in part, on resolving these problems. The Education for All Handicapped Children Act of 1975, along with the Vocational Education Amendments of 1976, the Comprehensive Employment and Training Act of 1978, and several civil rights initiatives, placed priority upon assuring that handicapped youth receive appropriate vocational education programs and services. These various pieces of legislation acknowledged the concurrent need for staff development and teacher education programs to assure that effective programs and services are delivered. Within the vocational education, special education, rehabilitation, and CETA systems there are nearly a million professionals--the vast majority of whom have limited or no expertise in planning and providing comprehensive vocational programs and services for disabled youth and adults. The need for training programs to update teachers, support personnel, counselors, coordinators, and administrators is great. There is also an enormous need for training other individuals (such as employers, parents, advocates, co-workers, non-disabled peers) if youths with special needs are to be successful in their transition from school to work.

Planning and conducting effective personnel development programs that serve the career development needs of handicapped youth involves a variety of complex tasks. Developing appropriate interagency, collaborative training arrangements is essential to insure that current knowledge and expertise is

utilized from the fields of vocational education, special education, rehabilitation, career development, and employment and training. Decisions must be made relative to the specific training needs of the target audience. Frequently, the needs of inservice practitioners must be considered along with the needs of trainees who are preparing to enter the field for the first time. The question of student needs is also present. The process of providing vocational education for severely handicapped youths is, by nature of the students served and the training technology, considerably different from training mildly handicapped youth. Other critical dimensions related to the content of personnel development encompass such areas as: vocational assessment, career guidance, and evaluation of training programs. The need for and patterns of personnel certification in the field of vocational/special education is also a continuing concern for personnel development programs.

During 1980-82 the University of Illinois hosted a series of three conferences which focused upon improving personnel preparation programs in vocational/special education. These conferences were conducted as part of the Leadership Training Institute/Vocational and Special Education, which was supported by a grant from the Division of Personnel Preparation, Special Education Programs, U.S. Department of Education. As individuals responsible for personnel preparation programs in vocational/ special education met and shared their experiences and concerns, a clear need emerged for a series of monographs on designing, implementing, and evaluating personnel development programs. The need to address the critical questions and identify effective policies and practices related to personnel development was obvious following the initial conference held in Champaign, Illinois in April 1980. The project staff used a small advisory group of individuals attending the conferences to outline the Perspectives monograph series. Needs assessment data

collected during and prior to the first conference was used by the group in identifying the major topics to be addressed in the series. Staff involved in the vocational/career education projects funded by the Division of Personnel Preparation were then invited to become members of the various monograph writing teams. Under the expert guidance of Dr. Janet Treichel, LTI Training and Dissemination Coordinator, the writing teams formulated their monographs to focus on such core components as: present state-of-the-art, effective policies and practices, and guidelines for personnel development programs. Dr. Treichel coordinated the planning and preparation of the series in a highly exemplary manner. Her leadership, commitment to excellence, and professional insight were valuable assets in editing this series.

The monograph topics in the Perspectives on Personnel Development series include: Special Populations/Severely and Moderately Handicapped, Certification, Program Evaluation, Effective Interagency/Interdepartmental Coordination, Inservice Personnel Development, Vocational Assessment, Preservice Personnel Preparation, and Career Development/Guidance.

We anticipate that the monographs will be useful resource documents for a variety of audiences. Teacher educators and administrators in higher education will find the series helpful in planning both preservice and inservice programs for special educators, vocational educators, counselors, educational administrators, rehabilitation specialists, and others. State education agencies involved in certification, personnel development, and program administration will find strategies, and suggestions for reviewing, evaluating, and formulating teacher training efforts in local agencies and universities. The monographs are also a rich source of ideas for parent and advocacy groups and professional associations as they seek to improve the knowledge and competence of personnel serving handicapped youth.

This series represents a significant compilation of important and timely perspectives on personnel development in vocational/special education. It contains the wisdom and insight of nearly 50 leaders in the field. We feel it will be a valuable and important resource in improving the "appropriateness" of the programs and services received by the handicapped youths of our nation.

L. Allen Phelps
Director
Leadership Training Institute/
Vocational and Special Education

George Hagerty
Project Officer
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PREFACE

The Perspectives on Personnel Development series has become a reality due to the efforts of a number of individuals. These people were highly instrumental in the development, planning, and publication phases of the monographs.

Appreciation and gratitude is extended posthumously to Margaret (Meg) Hensel. Meg was actively involved in assisting in planning for the personnel preparation conferences and the initial developmental stages for this series. We will continue to miss her enthusiasm and dedicated efforts.

The LTI is indebted to Drs. Linda Parrish and Marilyn Kok of Texas A&M University and Don McNelly of the University of Tennessee for their excellent work in developing this monograph. This document addresses a number of issues that are pertinent for policy-making personnel concerned with interagency/interdepartmental coordination and personnel preparation.

The reviewers for the Perspectives series also made important and significant contributions. Dr. Gary Clark of the University of Kansas reviewed each monograph in the series. Dr. Doug Gill of the University of Georgia and Dr. Keene Turner of Bryan, Texas served as reviewers for the Perspectives on Effective Interagency/Interdepartmental Coordination monograph. Their insightful comments and suggestions were very helpful in the preparation of the monograph.

Sincere appreciation is expressed to Ms. Alicia Bollman, Ms. Nancy Verbout, and Ms. June Chambliss for their dedicated efforts and patience in providing the secretarial expertise necessary to produce this volume.

Janet Treichel, Editor
Coordinator, Training and Dissemination
Leadership Training Institute/
Vocational and Special Education

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Like countless other handicapped students, her career ambitions were about to be thwarted. She wanted to take typing but her teachers had no idea of how to assess her chances for success. Without knowing this, the vocational teachers were unwilling to include her in a typing course. Because of knowledge gained in a graduate course on interagency coordination, one of her special education teachers asked the local rehabilitation agency to conduct an assessment of the student. Using the results, the teachers made their placement decision (Page, Note 1).

This is interagency coordination at its best; coordination that capitalizes on "the existing expertise of the personnel working in all agencies dealing with the handicapped" (Holmes & Omvig, 1975, p. 41). But for coordination to work this well, the personnel must learn about other agencies and departments. During the past 12 years, following the example set by the Michigan State Department of Education (Michigan Inter-Agency, Model, 1968), almost all 50 states have written formal agreements between special education, vocational education, and vocational rehabilitation. This monograph, after reviewing how and why these agreements were prepared, will describe how the personnel working in various agencies which are designed to meet the vocational needs of the handicapped can prepare to implement existing formal agreements. Until we understand and appreciate the working policies and resources of other agencies and departments, the concept of coordination will not work to benefit handicapped students.

The Coordination Process

The authors believe that successful coordination requires a three-step process. First, agencies and departments need some kind of motivation to initiate an agreement; second, representatives must cooperatively write an agreement; and third, personnel must implement, evaluate, and revise the agreement.

According to Lloyd Tindall (1980), director of a major research project on interagency linkages:

> Probably the most logical reason for creating effective working agreements is self-interest. A true self-interest has to benefit both parties in the agreement. Benefits in self-interest may be a gain in status from cooperation with a more prestigious agency, a gain in client or business contacts, use of new equipment or space, a chance to trade resources, or a chance to become better known in the community. (p. 63)

Tindall points out that earlier linkages were problem-solving mechanisms and, therefore, occurred naturally without external force or rewards. More recently, interagency agreements have been due to conservation of resources, consumers' demands for more and different resources, and federal legislation. At the federal level, for example, motivation came as a result of political pressure from advocates, the personal commitment of the U.S. Congress, professionals in the field, parents, and legal incentives that grew out of court cases.

Whatever the means used to generate an awareness of the need for coordination, the next step is to write an agreement. According to Ottmar:

> The benefit of a written agreement is that you and the cooperating agency are forced to think through your roles, vis a vis one another and to commit yourselves on paper. Written agreements may be more restrictive than the informal agreement on which you might have relied otherwise. Nevertheless, written agreements have

a real purpose. They force a definition, recording, and communication of the legitimate expectations which two agencies may have of one another in meeting a need. (1979)

The Michigan State Department of Education wrote the first interagency agreement between special education, vocational education, and vocational rehabilitation in 1968. Their interagency model contains:

1. An interagency supervisory level committee who jointly identify needs, establish priorities, explore alternatives, and minimize overlap and duplication of services to the handicapped within a traditional vocational education model as opposed to the characteristic on-the-job training concept.
2. A continuous review and updating of specific goals and objectives of each agency's legal and philosophical commitments to ensure effective and productive delivery of services to the handicapped.
3. Continuous sharing of ideas, problems, and conflicts from the local level between field staff and administrative staff of the interagency cooperation committee to allow for new and innovative programming and smooth delivery of services to youth at the local level.

Given this kind of written agreement, the next step is to actually implement the agreement. The Regional Resource Center Task Force on Interagency Collaboration (1979) outlined nine strategies for local implementation:

1. Determine needs and rationale for initiation of the interprogram collaboration project;
2. Define service delivery populations of interest;
3. Identify agencies and programs serving or authorized to serve target population(s) and contact agency administrators;
4. Define current program policies and service responsibilities of identified programs;

5. Compare local programs and procedures to identify gaps, overlaps, constraints, and needed linkages;
6. Identify local policies and procedures wherein modifications would enable satisfaction of need and rationale for collaboraton and specify the needed modifications;
7. Determine which modifications can be made on the local level and incorporate these modifications in a local interprogram agreement;
8. Enable implementation of the interprogram agreement; and
9. Implement local evaluation functions.

The steps for initiating and specifying a written agreement are clearly explained, but instructions for actual implementation are extremely sketchy, especially instructions for personnel development. Yet Tindall (1982) says, "The essence of developing linkages is having competent staff persons working cooperatively to achieve mutually advantageous goals" (p. 71). The following section will explain why the authors believe personnel development is such a vital part of implementing cooperative agreements.

The Need for Personnel Development on Interagency/Interdepartmental Coordination

Although interagency/interdepartmental coordination has been stressed for several years now, the need for training still exists. Responding to a study conducted by Phelps and Thornton (1979), only 45.8 percent of the state leadership personnel in states with interagency agreements felt they had exemplary state-level cooperation. Only 31.4 percent believed they had exemplary local-level cooperation. Apparently, the agreements break down during implementation, especially at the local level. According to Parker, Taylor, Hartman, Wong, Grigg, and Shay (n.d.):

> States can mandate change but nothing happens until it is put into effect at the local level. It is incumbent on the local staff to generate local cooperation on a broad front because it is only at that level that changes have an immediate and broad benefit to handicapped persons.

So although the state agency may launch written agreements, local personnel must propel implementation.

What hinders successful coordination? Administrators, for one, can curb cooperation. Called "the real change agent" by personnel development specialist Madge Regan (Note 2), administrators control budgets, staff activities, and release time; yet by their attitude, inflexibility, or misconceptions they can build barriers. Some refuse to solve scheduling difficulties to allow teachers and support personnel to work together. Some simply do not understand or acknowledge the differences between departments like vocational and special education; clashes between the two departments, therefore, stagger the administrators. Personnel development, both cognitive and affective, could enable administrators to actually improve rather than simply impede coordination.

Even when administrators are supportive, teachers often find that communication differences loom as insurmountable barriers. People picture different students when they hear "mentally retarded," or "emotionally disturbed." They scatter acronyms like stumbling stones throughout discussions. They use specialized vocabularies that exclude uninitiated listeners. All are problems; but on the topic of interagency/interdepartmental coordination, people sometimes just do not know where or how to begin communicating. Of the factors affecting cooperation, the Chicago Jewish Vocational Service lists five under "lack of communication":

1. Lack of information about the functions and resources of other agencies;
2. Not knowing which agencies exist in the first place;
3. Such specialized activities that other needs or options are not perceived;
4. Energy drained by dealing with a large, complex bureaucracy; and
5. Overworked staff (doesn't plan or see possibilities) (cited in Tindall, 1982, p. 68).

Scheduling difficulties and communication barriers are probably not as powerful, however, as the more subtle differences between agencies and departments. Scheduling and communication problems may hinder cooperation; differences in priorities, mandates, and methods may actually halt cooperation.

Differing goals, especially, can antagonize personnel. For example, to encourage employers to hire handicapped students in a secondary, work-study program, a rehabilitation counselor was providing training fees to local employers. But because the work-study coordinator wanted the training site for future students, she was actually encouraging employers not to keep the

students after graduation. The rehabilitation counselor was predictably upset. In this situation, rehabilitation was trying to train for long-term employment; special education was trying to train for job-readiness and graduation.

As Ray Henke (Note 3) of the University of Texas Health Science Center has said, "The biggest impediment to coordination is misunderstanding the concerns of other agencies and departments. Whatever an agency or department does best is what they are committed to." For example, Henke believes special education stresses behavioral assessment, while rehabilitation stresses diagnostics. Other examples: Special education works most frequently with elementary students, vocational education serves secondary and post-secondary students, while rehabilitation serves anyone over 16 and throughout life. Special education seeks to remediate, vocational education to develop competencies, and rehabilitation to restore to useful life. Special education serves any handicapped student needing services, vocational education looks for students with promise of successful employment, and rehabilitation tries to work with the more severely handicapped. Special education emphasizes self-worth, while vocational education and rehabilitation stress worth to society.

Marc Hull (1979), Vermont Department of Education, has described another difference between special education and vocational education:

> Vocational education and special education have almost diametrically opposing goals . . . . Let me clarify what I mean. When your vocational educator comes out of an advisory council meeting he has been with prestigious leaders in the community. He has been with people like the mayor or the president of the largest corporation in his town, people who live and work and who are a vital part of that community . . . . The vocational educator can't ignore what these individuals say. The vocational educator has a very deep commitment to the employers in his community.

> Special education people have the same kind of commitment to parents. They respond to individual children. As a special educator, the pressure that I get doesn't come from corporate presidents or from personnel managers--it comes from moms and dads. It comes from advocacy groups. It comes from a whole different system and a different source. The special educators who want to do the best they can for handicapped students and for parents and for advocacy groups that can be very influential behind that child, will have to remember that the vocational educator is being told in no uncertain terms that the tax dollars going into his program are to turn out people who can go right into employment. We have to be able to come together and talk about these two different thrusts that we have, these two different mind-sets. (pp. 6-7)

Seeking a practical method to accomplish this, some communities have chosen liaison personnel:

> Individuals within each agency should be trained in the referral procedures, services and functions characteristic of each of the other relevant agencies. This person would in turn serve as the processor of requests for assistance and consultation from the personnel of his agency to the others and also as the recipient of requests made of his agency's personnel. As the recipient of these requests he would also be responsible for seeing that the requests were brought to the attention of the appropriate individuals within his field. (Holmes & Omvig, 1975, p. 42)

What other characteristics identify interagency teams working together successfully? Tindall (1980) has suggested nine:

1. Participants work together to identify problems which are common to the group. They consider the handicapped student, labor, equipment, knowledge of services to be provided, and monies available.
2. They explore all possible solutions and choose those solutions which will be most beneficial to handicapped students.
3. There is a constant desire to keep the commitments alive and to expand the interagency linkages when and where necessary to benefit the handicapped students.
4. Ideas are shared between local and state levels.
5. The interagency team encourages and supports local level service providers and handicapped persons.

6. A good community spirit or atmosphere exists towards the education and employment of handicapped persons.
7. There is a desire to decrease the overlap in services, and the fear of losing prestige or jobs by eliminating overlapping services is not dominant.
8. The objectives of the cooperating agencies are compatible and agency personnel feel that cooperation will be of mutual benefit.
9. Agencies have a referral system which sends clients to the agency with the best resources to help the individual. (p. 62)

These characteristics, so desirable and unfortunately so infrequent, can only be attained when the people involved--the teachers, the counselors, the principals, or directors--understand each other and have positive and optimistic attitudes about working together. Although written agreements will crystalize responsibilities, only people can carry them out; the best way to prepare people to do so is through personnel development.

The content of procedural agreements, as outlined by Tindall (1980), can suggest what personnel need to know about other agencies.

1. Specify the role that the various types of personnel play in outreach and screening;
2. Identify the referral procedures to be used, who is responsible, and which students will be referred to whom;
3. Specify the role which various types of personnel will play in assessment, IEP development, placement, implementation, and review;
4. Identify those serving as case managers and the procedures to be followed in specific situations; and

5. Specify how annual planning, budgeting, and reporting will be coordinated. (p. 65)

But it is not enough to specify procedures; you must also introduce the people involved, their backgrounds, concerns, constraints, and mandates. The interagency agreement in Wood County, West Virginia, for example, requires an implementation committee with two members from vocational education, special education, rehabilitation, and guidance and counseling, plus a school nurse. One of the special education teachers, after admitting that the group had initial misgivings about working together, has said that after meeting together biweekly for several months, she is just now beginning to understand vocational education. "Next fall," she said, "we will be ready to present inservice to all the departments we represent. Only then will we understand each other enough to present to others."

So to successfully increase coordination at the local level, personnel development must not only present certain information, it must do it in such a way that it alters attitudes about the people from other agencies or departments, increases personal understanding of differing goals and requirements, and instills appreciation for the differences that allow more complete services to handicapped students. This will help eliminate the misunderstandings and conflicts that impede coordination.

The following pages will describe a series of personnel development methods, including conferences, inservice workshops, school-based activities, community initiatives, and preservice and graduate programs. We trust that readers will be able to draw ideas from these descriptions, ideas to use to prepare personnel to implement cooperative agreements.

Interagency/Interdepartmental Coordination Practices

Conferences

Administrators, whether at the federal, state, or local levels, need the same kind of information that is so vital to implementation at the local level. According to Marc Hull (1979), a conference is an effective way to supply this need:

> The workshop or conference format frequently has served as an appropriate means of reeducating persons when the need arises. Unlike the more static modes of information exchange (journals, newsletters, and other media), the workshop format provides an open forum in which questions can be raised and immediate feedback can be obtained concerning issues of importance. For this reason, the workshop format has become a popular means of exchanging information concerning the rapidly emerging area of vocational education of the handicapped, an area that demands considerable open exchange of information because of its interdisciplinary nature. (pp. 1-2)

A national workshop held in February 1979 gives, perhaps, the best example of what a conference can accomplish. Due primarily to the personal initiative of Richard Carlson of the Bureau of Occupational and Adult Education and William Halloran of the Bureau of Education for the Handicapped, the conference brought together state directors of special education, vocational education, and vocational rehabilitation to discuss coordination and draft working agreements. According to Hull (Note 4), one of the major benefits, in addition to the opportunity for state administrators to work together, was the opportunity to view firsthand a federal cooperative effort.

The Leadership Training Institute/Vocational and Special Education (LTI), under the leadership of L. Allen Phelps, also uses conferences to bring together state leaders from vocational education, special education, and vocational rehabilitation. The LTI conducted a series of eight regional topical institutes which were designed to:

1. Address the implications of recent legislative developments; and
2. Assist regional, state, and local leaders in formulating effective policies and guidelines to implement appropriate vocational education programming for handicapped learners. (Tindall, 1982, Appendix D)

Personnel involved in administration, planning, and other leadership positions from state education agencies, professional and advocacy organizations, advisory councils, and institutions of higher education attended each institute. Meeting in Seattle in October, 1980, for example, state teams from the northwestern states prepared forward plans for improving vocational assessment in their states ("State Leadership Teams in Seattle," 1981). Meeting in Philadelphia, eastern states prepared plans for using linkages between the business sector and vocational education, special education, and rehabilitation ("State Leadership Teams in Philadelphia," 1981).

These regional institutes caused cooperative efforts within states as well. In Hawaii, for example, agency representatives* met to consider implementing the plan prepared at the regional workshop ("Vocational and Career Education Planning," 1981). LTI continues to provide support while states implement plans. Technical assistance is provided in the forms of resource linkage, evaluation, dissemination of policy research studies and documents, and needs assessment data.

Just as regional workshops can lead to results in states, statewide workshops can also be a springboard for local activities related to interagency/interdepartmental coordination. In 1979, for example, educators in

*From the Commission on the Handicapped, State Planning Council for Development Disabilities, Commission on Manpower and Vocational Education in Cooperation with the Hawaii Assistance Project, Vocational Assessment Project, and LTI.

New York conducted a needs assessment at a statewide workshop generating information on (a) communication/information, (b) policies and procedures, (c) resources, (d) program, and (e) attitudes. According to LaCasse (1980), "The data provided the base for the establishment of some short-term activities and long-term strategies to properly implement the concept of interagency cooperation" (p. 7).

A statewide conference can also introduce personnel from different agencies and departments, as well as cause them to take a public stand on agency commitment to coordination. This type of conference was co-sponsored by Texas A&M University and the University of Texas Learning Resource Center in January 1977 (Hull, 1977). Hoping to effect personal commitment to the conference, staff members asked personnel from many different agencies to participate on the advisory committee for the conference. The ploy was extremely successful and caused the following agencies to send representatives to the conference and to explain publicly their commitment to cooperative vocational education for handicapped students:

1. Vocational Education;
2. Special Education;
3. Texas Rehabilitation Commission;
4. Texas Department of Mental Health/Mental Retardation;
5. National Association for Retarded Citizens;
6. Texas Youth Council;
7. Goodwill Rehabilitation Services;
8. Commission for the Blind;
9. Commission for the Deaf; and
10. Institutions of Higher Education.

To further the cooperative effort of the conference, participants were asked to attend as members of a team--one member from special education, one from vocational education, and, whenever possible, one from rehabilitation. Attending a statewide conference together often causes interaction between people who may seldom communicate on local campuses.

The Vocational Special Needs Program at Texas A&M University has sponsored four more statewide conferences for administrators. The most recent was conducted in November 1980. Each year participants have been encouraged to attend as teams, and presentations from many agencies have been scheduled. One strategy found to be very successful is to set up a display room with materials on the many different agencies, such as brochures, handouts, and posters. It seems that these statewide conferences are an extremely productive source of information. In an informal telephone survey of local personnel, most said they learned about what other agencies could offer their students or clients either at these conferences or from people who attended the conferences.

These conferences have also allowed state personnel, committed to coordination, to speak to local practitioners from other departments or agencies. At one conference, through a conversation with a special education teacher, rehabilitation officers discovered a breakdown within one rehabilitation office and were able to address the problem.

The Vocational Special Needs Program at Texas A&M University, therefore, followed up the awareness seminar with a second workshop in the spring of 1981 at which participants identified the content they themselves should infuse into their courses. On the first day participants, grouped by vocational program area, met for a short time with (a) a specialist on a handicapping condition, and (b) a practitioner who had worked with students with

that condition. Discussions were limited to learning disabilities, emotional disturbances, and mental retardation, since students with these conditions are most frequently mainstreamed. In later days, participants used a list of questions to guide their discussions with the specialists (see Appendix A). But, whereas, in original meetings the special education personnel dominated the discussion, in subsequent meetings the vocational teacher educators contributed equally, giving information on conditions, training requirements, and methods for vocational education. Some of the discussions actually opened with vocational teacher educators giving a brief description of their program area. Many of the special education personnel said they had never realized how little they knew about vocational education.

This is an approach that single institutions of higher education can use to increase communication between special education and vocational education departments, especially since the effort does not identify either department as the expert. A handbook which resulted from the workshop should be of great benefit not only to teacher educators, but to local education personnel as well.

Another significant result of the statewide conferences in Texas has been the awakened interest in cooperative inservice at the local level. A similar statewide conference in West Virginia (Expanding Options, 1976) also led to local inservice and to a very successful graduate program. This institute, conducted on June 14-18, 1976, in Montgomery, West Virginia, brought together teams of four educators from each county. Each team included directors of vocational education and special education, a high school special education teacher, and a vocational education instructor. Through small group sessions, each participant contributed to the development of a "guide-

line" for expediting the implementation of vocational education for the handicapped, with sections on the operational, student, training, and work worlds.

The "guideline" is a very valuable resource, but perhaps a greater result of the week-long institute was the enhanced communication between different agencies and departments. According to Iva Dean Cook (Note 5), institute director, "The Institute gave people from different agencies and departments a chance to talk with each other and change some attitudes they had toward each other." Also as a result of the institute, some participants enrolled in a graduate course on interagency coordination at the West Virginia College of Graduate Studies. During the course individuals actually wrote sample county interagency agreements. In a subsequent section on graduate programs, Cook's program will be described in more detail. At this point it is significant only to note that a major training effort on interagency/interdepartmental coordination grew out of a conference in West Virginia, a training effort that has had notable effect on implementation at the local level.

Conferences can also improve preservice education, a step in the personnel development process that we neglect at great cost. According to Larry Barber (1978), Michigan Department of Public Instruction, "Until the day comes when teacher preparation institutions in the United States get their game together and begin to prepare special educators and vocational educators to cooperatively serve the handicapped in vocational education, we are going to have to pour big barrels of money into service education (p. 7)." Recognizing this need, in 1977 the Texas State Board of Education approved new requirements for teacher certification, requirements for infusing special education training into the general certification for elementary and secondary teachers (Texas Education Agency).

A three-year federal project working with vocational teacher educators, however, has indicated that teacher educators themselves are unprepared to infuse information on the handicapped (Clark, Parrish, & Kok, 1981). Even the teacher educators who attended a three-day awareness seminar on vocational education for the handicapped in 1979, continued to rely almost exclusively on outside specialists to give one-time presentations in the preservice courses. Pre- and post-tests have shown that when teachers fail to infuse information on the handicapped throughout their courses students often do not retain the information.

Just as teacher educators need additional training in special education, so do state education agency personnel. These people usually gain training through meetings with other agency or departmental personnel, or by attending statewide conferences on vocational education for the handicapped--few of which have planned specifically for them. Iowa State University and the Iowa State Department for Instruction conducted a conference that sought to be an exception (Al Kayler, Note 6). This conference brought together vocational teacher educators, outside consultants, and vocational state department officials in an effort to increase understanding and commitment to vocational education for students with special needs.

Examples of conferences that enhance interagency/interdepartmental coordination are numerous. The important steps for a successful cooperative endeavor seem to be:

1. Involve personnel from the different agencies and departments on the conference steering committee.
2. Schedule speakers from the different agencies and departments, providing an opportunity to publicly express their commitment to vocational training for special needs students and the resources they can contribute.

3. Encourage team participation, drawing personnel from local agencies and departments together in a central location.
4. Insomuch as possible, make the conference a working session, where participants express their commitment and contribute to conference products, agreements, or forward plans.
5. Whenever possible, allow each agency or department its share of expertise, so that no one group becomes the expert that others must follow. A true cooperative effort must draw from the resources of all team members.
6. And finally, follow the conference up with materials, local workshops, graduate courses, or additional conferences so that the commitments made can be continued.

Inservice

Regularly scheduled inservice, with release time given, is a natural place for personnel development on interagency/interdepartmental coordination. The first requirement is to involve all the departments and agencies in the planning and participation. Ideally the activities will cause participants to talk to each other, share their expertise, and develop an appreciation for each other.

Underway in Vermont is a highly successful statewide training program (Hasazi, 1981). The major goal of the project is to "increase significantly the number of handicapped individuals engaged in (meaningful and) remunerative work upon graduation from public schools in Vermont" (p. 65). What makes the project outstanding is that "services are being delivered in a systematic, coordinated, and comprehensive manner" (p. 65). The project was jointly planned by the State Department of Education, the Division of Vocational Rehabilitation, the Comprehensive Employment and Training Office, the

Department of Mental Health, the National Alliance of Business, the Vermont Association for Retarded Citizens, and selected departments within the University of Vermont. Most training activities suggested by this group require professionals from a number of agencies to be involved in a cooperative, interagency initiative.

Cooperation and commitment, however, go beyond planning at meetings. According to Hasazi, "All of the agencies and organizations involved in the planning and implementation of training activities contributed various resources in the form of released staff time, incentives for participation, direct financial support, and professional and personal commitment of staff as demonstrated through continual involvement in the planning and implementation of project goals and activities" (p. 13). While many efforts have provided inservice to school personnel who might be able to utilize agency resources, through this project "training at the awareness and skills levels has been provided to a large number of professionals across a variety of agencies and organizations" (p. 14). Personnel from within agencies also served as facilitators; these people, in turn, then function as trainers.

Very few other inservice efforts toward cross-training addressed to personnel outside the school system have been found. Rehabilitation counselors, for example, receive excellent training on diagnostics, functioning skills, and other information pertinent to their job, but receive cross-training with school personnel only on rare occasions. The following examples, therefore, are drawn primarily from inservice provided for vocational and special educators. The methods used can be applied easily to training that includes personnel from rehabilitation, CETA, mental health/mental retardation, employment commissions, and other agencies serving the handicapped.

As mentioned, the best inservice actually starts communication at the workshop, causing participants to share their ideas with each other and building a personal link that will be remembered when the time comes for coordination. Problem-solving can accomplish this. When given a problem for which the solution requires input from all agencies, participants will actually experience working together. The problem could be stated simply: "In your local situation, where does communication between special education and vocational education break down and how can this be corrected?" (Kok, Parrish & Clifford, 1979, p. 23). Small groups discuss this problem, come up with solutions, and then share results with the large group.

The problem could also be expressed through a case study:

> When Mr. Rogers got his notice to attend an IEP meeting, he just grimaced and shuffled it under a stack of old mail on his desk. What did it really matter whether an auto mechanics teacher like himself went to one of those special education meetings? What could it possibly have to do with him? After all, whether he went or not, special education would still put the student in whatever class they wanted. His being there wouldn't make a bit of difference so he wasn't going to go.
>
> In your local situation, would Mr. Rogers have been justified in assuming that special education would place the student wherever they wanted--no matter what was advised at the IEP meeting? What are some good reasons for Mr. Rogers to go to the meeting--even if his advice is unheeded? (Kok, et al., 1979, p. 37)

Additional case studies are provided in Appendix B.

Problem-solving is a technique that will work whatever the topic under discussion. When discussing handicapping conditions, however, simulation activities have also been successful. To increase their effect on inter-agency/interdepartmental coordination, assign a vocational educator the handicap and ask someone from rehabilitation to accompany the person through a series of tasks to record reactions, switching roles halfway through the list of tasks. This will not only acquaint the participants with the handicapping condition, it will also build a personal bond between them.

Workshop leaders can increase communication skills by defining acronyms or technical vocabularies. To let participants display their respective abilities, have them (a) work in teams (with people from several agencies on each team), (b) list as many acronyms as they can in a short space of time, and (c) switch lists and try to unscramble the other team's list. The acronyms resulting from this activity are good resources for team members. A similar technique will work for technical vocabulary. Groups are given a list of words including, for example, "audiological service," "the Koppitz scale," and "DOT categories." Teams then compete in defining all the words. Once again participants are teaching each other, sharing the benefits of their respective backgrounds and skills, and building a comradery that could extend past the workshop into improved services for handicapped students.

Participants can even assist each other in solving teaching problems. The following is an activity that has worked well in combined inservice for special educators and vocational educators. Participants are instructed to decide what would be the best approach to solving each problem:

> A student who has been in special education classes all her life is now in a regular classroom but is too frightened by this new environment to make any progress.
>
> A visually impaired student is unwilling to sit near the front of the class even though doing so would allow him to read the blackboard.
>
> Everytime you ask one handicapped student if she understands a method or task, she nods her head vigorously. Ten minutes later she has forgotten it.
>
> A hearing impaired student, whose speech is very difficult to understand, will never respond in class--presumably because efforts have been laughed at previously.
>
> An emotionally disturbed student will not do his/her part in cleaning up the shop.
>
> A mildly retarded student has had a bad habit of swinging his head back and forth. The rest of the class is beginning to make fun of him because of it.

One student from special education just will not try anything new. She seems to lack any motivation.

Another special education student could not handle your first criticism. He sulked in the corner and refused to pay any attention to you for several days.

One student has almost no staying power. You put her on a task and a few minutes later she is over bothering another student.

You are very worried about one of your slow learners. He seems to know that he must put up the guard and pull down his safety glasses before using the equipment--but how can you be sure? (Kok, et al., 1979, p. 67)

In addition to bringing up good, and often original, solutions to these problems, discussions usually have two results: Vocational teachers discover that handicapped students are not that different from their "regular" students, and special education teachers discover that vocational teachers are capable of handling the problems handicapped students bring into a regular class. The activity builds respect.

Case studies can also work well for defining roles. Since local situations vary so radically, it makes no sense to come into a school and define roles. Participants themselves should do so. The following case study is just one example of a technique that will clarify who is responsible within a school, but one that will also unearth some deeply buried prejudices:

After working all year with a hearing impaired student in his radio and TV repair class, Mr. Riley discovers that the student has been withdrawn from his class and placed in a job. A little disgruntled, Mr. Riley goes to the work study coordinator in special education who has been responsible for placing the student. "Just doing my job!" the WSC exclaims. "But you put the student at Burger Palace. That doesn't have any thing to do with radio and television repair!" The WSC just shrugs. When he complains to his vocational director, Mr. Riley gets little more than the same shrug. "What can I do?" the director asks.

Who's responsible? Who could correct this situation? Have you ever experienced a situation like this? What did you do? (Kok, et al., 1979, p. 21)

When preparing case studies, it is wise to draw from actual experiences. The above example, with a shift in program area and job placement, is factual.

Madge Regan (Note 2), who has extensive experience in cooperative inservice, says that one of her most successful techniques is to have special educators and vocational educators meet in a vocational shop and have the shop teacher teach one task. After doing this, one special education teacher who had been responsible for sending a handicapped student to that vocational shop said, "I can't believe I put that student in here. He just doesn't have the motor skills to handle these tasks!" For many special education teachers ignorance of vocational education and the skills it requires is far more extreme than vocational educators' ignorance of how to teach handicapped students.

These are activities which will elicit cooperative efforts in the workshop setting. Inservice directors will probably also want to provide presentations by personnel from other agencies or panel discussions involving many different agencies and departments. See page 9 of this monograph for Tindall's (1980) content of procedural agreements, a fine outline for any inservice presentation.

School-based Activities

Schools need not limit professional development activities to regular inservice days. For example, three teacher educators in New York City, Bert Flugman, Leo Goldman, and David Katz (1980), are using biweekly seminars at five high schools "to increase the participation of students with disabilities in those programs and activities in the high school that contribute to career and vocational development" (p. 19). Teams include school administrators, special education coordinators, vocational education supervisors, and counselors, "who, by the nature of their functions and leadership positions

within a school, have the capability of opening gates to occupational training and career development for special needs students" (Goldman, Flugman, Katz, & Abramson, 1981, p. 83). These people, who may never have worked together before, meet every two weeks for seminars, with the common goal of increasing opportunities for handicapped students (see Appendix C for list of seminar topics). Team members also pass on information received at the seminars to 10 "multiplees" within the school, thereby dramatically increasing the effect of the project.

According to the project staff, the interdisciplinary teams are one of the most exemplary aspects of the project: "The team structure provides opportunities for study, communication, and recommendations, and reflects different perspectives and experience regarding the needs of the special education students in relation to the resources of the school and community" (Goldman, et al., 1981, p. 93). The team members (a) review and challenge each other's ideas of what handicapped students can achieve, (b) provide cooperation between special education and regular education to bring about necessary changes for handicapped students, and (c) because of their positions within the school system, give legitimacy to vocational education for the handicapped. According to Goldman, et al. (1981):

> The concept of a school-based interdisciplinary team is consonant with the spirit of agreements of federal and state education authorities to sponsor collaboration between vocational and special education. Team functioning in (the) project both reinforces the utility of this concept and also hits at the potential of this form of collaboration when, in addition to interdisciplinary collaboration, the different levels of each discipline--building, district, school system, and state--are in full communication and support of each other's efforts. (p. 93)

This model requires an investment of time, effort, and a small stipend for participants. Nevertheless, the results in training, cooperative efforts,

interdisciplinary understanding, and increased and improved training for handicapped students seem to outweigh any cost.

Schools also have within them built-in occasions for cooperation, occasions that require no special speakers, no release time, stipends, or facilities. Of these, the meeting at which the IEP is written shows the greatest promise for increasing coordination but is probably the least fully utilized. One national leader admitted that in her state, special education makes all placement decisions. "They don't want vocational personnel at the meetings because they fear they would start giving away some of their mystic." Yet the original discussion of P.L. 94-142 shows that Congress "saw the IEP conference as an opportunity for the receiving teacher to (a) learn about the child's strengths, weaknesses, and preferred learning styles; (b) meet parents and support personnel; (c) understand why a specific program was chosen; and (d) help in identifying short- and long-term goals and necessary equipment teaching aids" (Parrish & Kok, 1980, p. 685). The objectives of the IEP meeting require cooperation: "The vocational teacher must be at the conference to tell what steps lead to employment; the special education personnel must be there to indicate whether those steps are realistic. Together these two professionals can outline a program of education for the student that is at once achievable and challenging, practical and promising" (Kok & Parrish, 1980, p. 21).

When other agencies such as rehabilitation, CETA, or mental health/mental retardation are involved in the student's future, representatives should also be at the meeting. Rehabilitation offers a similar vehicle for communication and joint effort through the "individual written rehabilitation plan" (IWRP). Although the intent of these meetings is to develop a plan for the student, it would be foolish to discount the benefit to the personnel involved.

A Maryland school has also used faculty meetings for cross-training; having members of different departments present on their programs, processes, constraints, and goals. Outside agencies could also be invited to present at such meetings. Goldman, et al. (1981), also report that participants in their training efforts have used faculty meetings to extend the effect of their project--an approach that "provides a vehicle for disseminating (training outcomes) to a wider audience, while at the same time reinforcing learnings developed through other modes" (p. 91).

Some local schools, however, owe their successful program of coordination to the personal commitment of administrators. In Plano (Texas) Independent School District, the "new" special education director, Pat Ownby (1979), decided the school system needed some kind of vocational training for handicapped students. As Ownby describes it:

> I went to see the vocational director . . . who took me to visit several VEH (Vocational Education for the Handicapped) programs, the vocational education program, and Plano High School. Both of us came to the same conclusion, that special education could not come up with a vocational training program for our handicapped kids that would compare to the existing vocational education program in Plano High School . . . . He said he would take it upon himself to work with his staff members to get them used to the idea. I had him come talk to my special education staff several times, so that they could begin to understand what vocational education is all about. I have taken a vocational education course, so I do understand a little bit of it now.
>
> That fall we started on a very small scale. Because (the vocational director) was so willing to work with us, I gave him a special education aide, unassigned, and told him to hire somebody he felt would fit in with vocational education to float and be assigned full time to vocational education at the senior high school. (p. 15)

As of 1979, 36 percent of the students in special education were participating in vocational education at Plano Senior High School. To continue the cooperative effort, the vocational and special education directors meet frequently to exchange ideas. But according to Ownby, "The real emphasis

needs to be placed on the teaching level . . . . In the long run, what makes our program work is cooperation among the teachers. It just can't work unless you have that going, so we try to keep lines of communication open" (p. 16). An important step in keeping those lines open has been to schedule meetings between the special education teacher and the prospective vocational education teacher before an IEP is written for the student. With parents, administrators, counselors, and sometimes the student, both teachers assist in writing the IEP.

This coordination between the two departments at Plano illustrates the result of effective personnel development. Notice that much of the development occurred between local personnel and grew out of the personal commitment and willingness of the two administrators to share expertise. Shared goals, similar priorities, and an honesty about the abilities of handicapped students and local personnel made this program work.

Community-based Activities

Shared goals have also made two programs in Waco, Texas, work. The first, the Interagency Council, draws members from over 15 organizations* and meets four times a year. The council meets at a different facility each time, and the person hosting presents his or her program, services, eligibility, and opportunities. According to Jack Nelson (Note 7), counselor/therapist from Baugh & Baugh Consulting Psychologists, the group began in the late 1960s when various community leaders became aware of a need for increased cooperation and communication between the different agencies in the

*Veteran's Administration, Texas Rehabilitation Commission, Social Security Administration, McClennon Community College, Baylor University, Methodist Home (orphanage), Texas Youth Council, Educational Service Center, Association for Retarded Citizens, V.A. Hospital, Displaced Homemakers Project Adapted Living Center, and Baugh & Baugh Consulting Psychologists.

community. Sometimes the benefits are obvious: After visiting the Adaptive Living Center, personnel from several agencies knew of retarded adults who could move into the center. At other times, benefits may reach clients through a longer process. Nelson mentioned one client, eligible for a displaced homemakers project, who received information fourth-hand from someone who had attended an Interagency Council meeting. Pointing out another result, Omega Rodriguez (Note 8), president of the council, says, "You start by just being informed at the meeting, and sometimes you end up becoming personally involved." Rodriguez has become a volunteer at the Waco Center for Youth since visiting their facility.

A second organization in Waco, the Association for Advancement of Community Welfare (AACW), meets monthly to (a) improve the quality of life in Waco, and (b) provide for professional growth of members. The association began when personnel from 20 agencies serving one client found the need to sit down and coordinate services. Although the group has grown too large (20-40 at each meeting) for members to coordinate services for individual clients, the meetings do offer an opportunity to informally exchange information on clients. The group, which draws membership from such diverse groups as Animal Aid, Housing Authority, county service personnel, and a housewives' group, sponsors annual workshops for members' growth. In 1981 they sponsored a full-day workshop at which over 100 speakers explained access to their agency, project, or department. While this association does not specifically serve handicapped individuals, their group provides a valuable model for other community efforts.

Significantly, local schools have not yet been actively involved, illustrating once again the gap between school and community personnel. When

questioned about knowledge of special education or vocational education departments, Elizabeth Villines (Note 9), chairperson for the association, admitted having very little knowledge, but was anxious to seek their involvement in the future. The association, consequently, has the greatest effect on community adults needing services.

One additional option available is to include community agency representation on advisory committees that serve vocational education, special education, and CETA. These groups use advisory councils to gather input from consumers, service providers, and other interested parties. According to Hull, Hasazi, Dragon, Hanzi, Kochhor, and Eddy (Note 10), "Advisory groups represent useful vehicles for establishing one level of interagency linkages. Advisory councils have the advantage of giving all members of the council genuine status within the host agency, including the right to vote on council recommendations. Such groups have the added benefit of meeting regularly, something that informal interagency groups may find difficult to accomplish" (p. 12). As such, advisory council meetings can also be important occasions for professional growth and understanding of community groups.

Preservice Models

Many of the problems that personnel have understanding each other spring from differences in preservice training. Special education students learn about process, how to remediate, and develop self-worth in students. Vocational education students learn about content, how to produce a specific product, and develop worth for society. Special education students learn to measure according to educational standards, vocational education measures against employment standards. It is not that one emphasis is better than the other, it is just that they are so vastly different. As for rehabilitation, counselors come with guidance degrees, special education degrees, and many

other degrees and receive job-specific training--medical and functional limitations, assessment methods, etc.--on the job. But in many cases they get no cross-training to work with or understand school departments or other agencies.

A frequent complaint of vocational education teachers--many of whom have come straight from a job--is that special education teachers have no actual job experience; they do not understand punching a time clock, facing firing at any time, or living with the whims of a cantankerous employer. Sensitive to this complaint, a special education professor at Iowa State University has all his special education undergraduate students work a semester in a low-income, menial job: fast-food restaurants, laundries, or with maintenance crews. This way students learn, firsthand, the conditions and criteria for obtaining and keeping employment.

A simple exercise, as simple as having vocational personnel simulate handicaps, is to require special education students to perform a simple task in a wood or auto shop; this acquaints them with the distinction between academic training and hands-on training, between academic classrooms and vocational shops.

A major problem, however, is the sheer lack of training for special education majors who want to work at the secondary level. Most preservice courses address correcting students' problems, but many experts agree that by the secondary level, students with learning problems no longer need remediation. They need preparation for employment and this requires training of a completely different kind. In Texas, nearly 500 special education work study coordinators, teaching handicapped students at the secondary level, have had to supplement incomplete preservice training with on-the-job training--learning as they go, developing their program, curriculum, training

techniques, and activities by trial and error. It is no wonder vocational personnel, who are prepared only for secondary or postsecondary levels, have trouble understanding special educators' orientation.

Some vocational teacher educators, on the other hand, have either little interest in the handicapped or are markedly biased against these students, possibly because most have not been teaching in local schools since the passage of P.L. 94-142. These teacher educators, therefore, either do not address students with special needs in their preservice courses or they address them negatively. Even those teachers who see the benefit of vocational education for handicapped students do not have the knowledge or background to teach on this topic and therefore rely on outside speakers to infuse the information. Because of their inadequate background in the subject, vocational teacher educators fail to address the topic as globally as it needs to be addressed, neglecting to insert information on the handicapped into regular discussions of discipline, curriculum preparation, classroom design, and other topics.

Seeing this vital need, the state education agency in Texas has begun a major training initiative for vocational teacher educators. Following up on the two conferences conducted by the Vocational Special Needs Program at Texas A&M University (see Conference Section), the agency has provided funding for a graduate instructor with training in both vocational education and special education to present information on handicapped students to preservice vocational education classes. In the past, she has made similar presentations to agricultural education classes at Texas A&M University. One session is provided before students do their student teaching, and another after their return. Invariably, students treat the subject lightly at the first presentation but return from student teaching anxious for further training. This

kind of preservice training, while certainly of benefit to the students, can also be very informative to teacher educators as well, many of whom have not had the opportunity to learn the material themselves.

While such efforts are being introduced into vocational education preservice education, only a few efforts are being made to include information on vocational preparation within special education preservice programs. According to one special education teacher educator, "The Council for Personnel Preparation for the Handicapped endorses a generic major, not recognizing the different levels in education." Because the majority just do not see a need for preparing prospective teachers to work with different levels of education, secondary special education teachers are more aligned with elementary special education methods than with adult learning theories.

The consequences to interagency/interdepartmental coordination are obvious: Many special education majors simply do not understand other departments, do not recognize the different concerns of secondary handicapped students, do not acknowledge the need to learn about other educators or cooperate with them, and do not appreciate the strengths of other departments. Special educators, consequently, have much more to learn in inservice education about interagency/interdepartmental coordination than do vocational educators or other agency personnel.

Graduate Programs

Failing to receive training in undergraduate programs, many special education teachers take advantage of the excellent graduate programs available in vocational special needs. A task force in Texas recently outlined a graduate program for work study coordinators that requires teaching experience at the secondary level and 12 additional hours in vocational education

training. Included in the 12 hours is a problems/intern course which concentrates on training in: (a) principals of vocational education, (b) student identification and follow-up, (c) vocational counseling, (d) vocational special needs, (e) job analysis (curriculum development), (f) career and pre-vocational education, and includes a (g) vocational practicum course (Fair, Note 11). Should the work study coordinator have certification in vocational education, the coordinator will need 12 additional hours in special education. This is an admirable recommendation, but it might not be accepted by the special education establishment in Texas. Significantly, the recommendation grew out of a cooperative effort; the task force had members from both special education and vocational education.

A second cooperative effort in Texas, addressing the graduate level, was scheduled in May 1981. At that meeting, both vocational and special education teacher educators met to outline a course on vocational assessment for the handicapped, a course that would be cross-listed in both special education and vocational education. More such cooperative efforts are needed.

A cross-disciplinary program is already in force at the University of Maryland, where Starkweather and Malouf (cited in Parrish & Kok, 1980, pp. 132-156) offer an innovative and carefully structured program for industrial and special educators. During the first semester, students enroll in either an industrial education course or a special education course, depending on their backgrounds. This course provides information in the opposite discipline. During the second semester, all students take part in a seminar especially designed to give collaborative learning experiences. Speakers have included:

Paul Hippolitus, President's Committee on Employment of the Handicapped

Jane Razeghi, American Coalition of Citizens with Disabilities

Ronald Lutz, Teacher Education, Industrial Education

Patricia Cegelka, Teacher Education, Special Education

Following this seminar, students complete a practicum in the opposite discipline, completing a series of five assigned reports on (a) program philosophy content and teacher perspective, (b) interdisciplinary aspects and leadership, (c) methodology and evaluation, (d) facilities, and (e) desired outcomes from placements with handicapped students (Parrish & Kok, 1980a, pp. 154-156).

A diagram of the program appears as Figure 1 (Parrish & Kok, 1980a, p. 8). It seems very clear from program reports, that Starkweather and Malouf have gone beyond merely addressing the cognitive realm, and through the seminar and practicum have addressed the affective realm as well. Perhaps this duo emphasis is the true key to the program's success.

Many other graduate programs (Albright, Lutz, & Phelps cited in Parrish & Kok, 1980a) also address interdisciplinary cooperation. Most enroll students from both special education and vocational education, and whenever possible, vocational rehabilitation. Many require students to develop a resource manual including information on other agencies and departments. (Appendix D includes a sample form for completing this assignment.)

Many graduate courses include visitations to various community agencies. As a part of the graduate course offered at Texas A&M University, students regularly visit as many other agencies as possible, including the Texas Rehabilitation Commission, Goodwill Industries, private group homes, sheltered workshops, the Institute of Research and Rehabilitation, State Commission for the Blind, vocational evaluation centers, advocacy groups, Lighthouse for the Blind, and the Governor's Office for the Handicapped. Students themselves arrange the visit and then prepare a complete report on the agency, facility, and services.

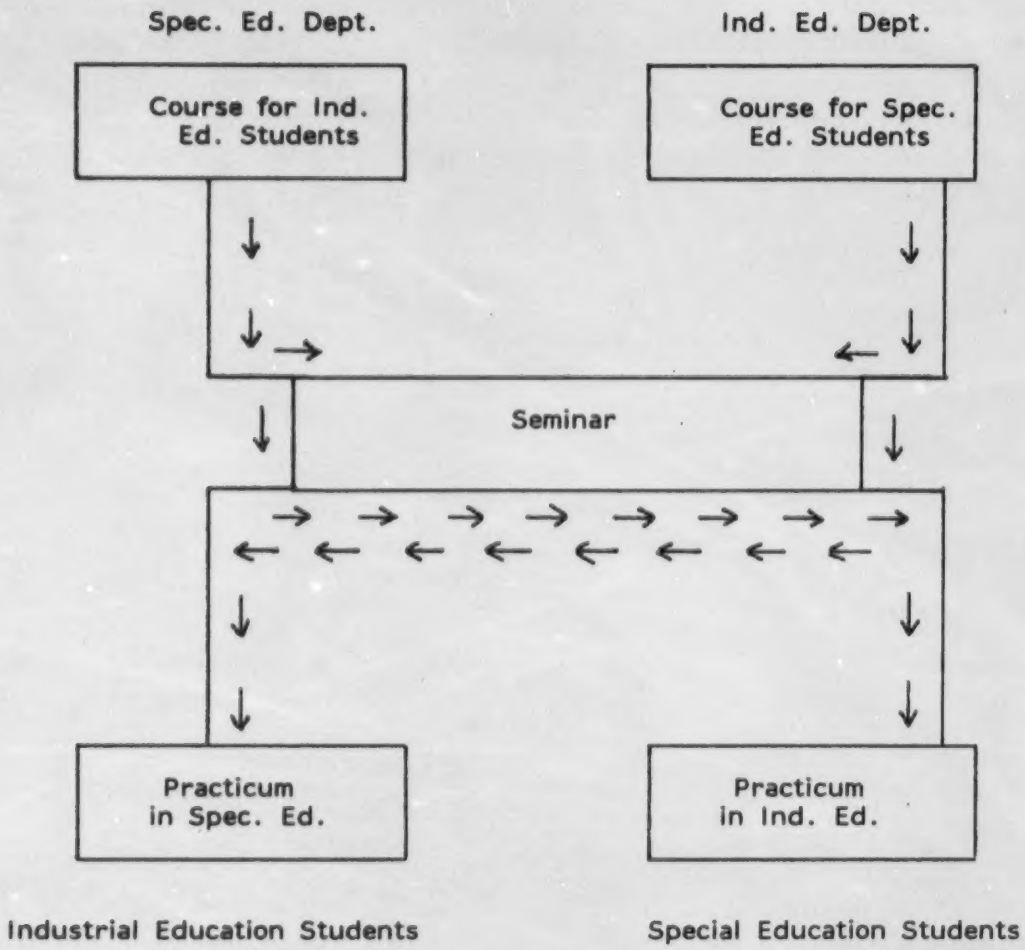

Figure 1. University of Maryland Program

Another method used at Texas A&M is to have students take part in interagency/interdepartmental internships or practicums. One home economics teacher worked with a local special education director to write a resource manual to help regular teachers work with handicapped students. Other internships could be done at sheltered workshops with advisory groups, for a state education agency official, or with the rehabilitation commission.

An exemplary graduate program with an emphasis on interagency coordination has been conducted at the West Virginia College of Graduate Studies by Cook (Note 5). The program grew out of a week-long training institute (see pages 15 and 16) where personnel from the different agencies met, communicated, and changed attitudes about each other. In a graduate course following this institute, students actually wrote interagency/interdepartmental agreements that had far-reaching effects on local communities. (Appendix E includes a checklist for writing an agreement that is useful for graduate classes.) According to David Quatro (Note 12), work study director in Wood County, West Virginia, the weekend seminar was instrumental in getting his county's agreement written. "The seminar brought together people from education and vocational rehabilitation, who had not worked on an agreement in the past, to discuss each other's problems."

Jackie Purky (Note 13), special education teacher, supports these views: "The agreement never would have happened if it had not been for the graduate course. The state was in favor of the agreement; but had it been up to us to write it from scratch, we would have had too many disagreements." Having to write the agreements in class required the students to find out about the different agencies involved, see how the agencies spent their time and resources, and then decide how each agency could meet the needs of handicapped students in each county. When it came time to actually write the

agreement for the county, several of the students from the graduate class were asked to take part. When rehabilitation brought their ideas for an agreement, the group combined the ideas into a formal agreement.

But the graduate course did not leave the students with only a written agreement. It also showed them how difficult implementation could be. Wood County is justifiably proud of their provisions for working out coordination. The writing team wrote into the agreement a liaison committee including two members each from vocational education, special education, vocational rehabilitation, and guidance and counseling. The team has since added a school nurse to the committee. This group meets to work out procedures for implementing the agreement and to discuss what problems have occurred. For example, the committee has discovered that vocational education was unable to pinpoint any entrance criteria for their classes, making it difficult for educators to know if a student could succeed in the class. There have also been problems when students transfer, for example, from elementary to junior high school programs. Vocational rehabilitation personnel are currently developing a communications dispatch that will move with the student, covering everything that other agencies or departments need to know.

According to Alma Page (Note 1), also in special education, one of the best things the graduate program has done is to make interagency cooperation possible by helping people become aware that students could benefit from interagency cooperation. "Without the class some of us would not have even realized that these other agencies could provide services."

Following a true domino pattern, the liaison committee in Wood County is expecting to do inservice together for each of their departments or agencies in the fall, reflecting what they have learned about each other. According to Page, "Since taking the class together and writing the agreement, we have

become much less protective of our separate turfs, and have matured in our understanding of interagency cooperation." This is a fine testimony to what personnel development can do.

Cook (Note 5) reports that since the graduate course, 30 out of 55 counties in West Virginia have written cooperative agreements. In several counties her students have contributed to the agreement. The state education agency in West Virginia has now asked Cook to revise her original course so that it now stresses implementation. The complete package and materials on this course, entitled "Interagency Cooperation and Coordination" will be available in 1982. Cook says, "This course will bring together the people responsible for implementing cooperative arrangements so they can find ways as members of teams to resolve some of the problems related to cooperation."

This graduate program, growing as it has out of an institute, and resulting in county and local implementation efforts, as well as inservice programs, provides a good conclusion for this section on personnel development methods. The best programs combine something from all of these methods whenever appropriate, building on past efforts and spurring further development.

Recommendations

The authors would like to offer some recommendations based on what has been found to be the state of the art in personnel development for inter-agency/interdepartmental cooperation. Recommendations are offered for local, state and federal, and preservice levels.

Local

1. Cross-train between school and community agency personnel. A very energetic effort was found to cross-train between special education and vocational education through inservice activities; but very little effort was found to cross-train between school personnel and personnel from rehabilitation, Governor's commissions, and other community agencies. What little has been done has been directed toward informing school personnel about the community; the community personnel remain ignorant of school departments, their purposes, policies, administrative structures, and legal mandates.

Such cross-training should cover these important facts, as well as provide awareness training through simulations and testimonials from handicapped persons who have come up through the system. This training should also include tours of each of the agency's facilities, and introductions of contact people at each agency.

2. Meet to discuss and serve individual clients. The best vehicle for this appears to be the meetings at which Individual Education Programs (IEPs) and Individual Written Rehabilitation Plans (IWRPs) are written. These meetings offer a chance for personnel directly involved with a student/ client to discuss options for service, different responsibilities for each agency, and

long-range goals the agencies can work toward for the benefit of the individual. At the same time, they will be learning more about cooperative efforts and interagency coordination.

3. Sponsor cooperative efforts. These efforts are limited only by the vision of the local personnel. One advocacy agency in Texas has sponsored a job fair at little or no cost, except to employers. Another interagency group regularly sponsors workshops designed for members' professional growth. These kinds of efforts spur cooperation, communication, and personnel development.

4. Attend conferences together, or attend different conferences and report to a local interagency committee. Both methods have been used in the past, but not to the extent that their success merits.

5. Prepare and disseminate brochures, manuals, and handbooks on interagency/interdepartmental coordination. Many such resources have been developed in the past, but have been incomplete because they cover only what each agency can provide, eligibility requirements, and contact people. While this information is vital, these resources also need to cover background informaton on each agency or department, its purpose, policies, administrative structures, constraints, and legal mandates.

State and Federal

1. Cross train personnel from different departments and agencies. Too often personnel working within the same building at state agencies do not understand the differences between their department and working policies. Therefore, state and federal agencies should take care to insure that their personnel at all levels are informed of legal mandates, administrative structures, policy constraints, and operating policies.

2. Cooperate on policy development that affects various departments or agencies. This seems so simple that it does not need saying, yet state agencies have been guilty in the past of pushing through policy decisions without consulting the different departments that the decision affects. Not only does this impede cooperation, it wastes a valuable vehicle for professional growth. Meetings where such decisions are made are the most common occasion for personnel development on this topic at state and federal levels.

3. Maintain an interagency/interdepartmental committee that meets regularly. Not only will this enhance communication, it will also place one individual within each agency or department who understands the overall structure of the member organizations, an individual able to answer questions and make suggestions for coordination when the need occurs.

Preservice

1. Infuse material on interagency/interdepartmental coordination. Although the need for such coordination has become increasingly important, few preservice programs include information on other disciplines or agencies. Vocational teacher educators and special education both are unfamiliar with the other's discipline, and so are unable to pass on accurate and pertinent information.

2. Cross-list courses in vocational education and special education. These courses would be valuable for special education teachers who will work at the secondary level and for vocational teachers who will work in self-contained units.

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Appendices

Appendix A

Discussion Schedule

The following discussion schedule is designed to generate the information vocational teacher educators should give preservice students concerning the education of handicapped students. We will take the information you generate, prepare a handbook, and send one to you as well as to other vocational teacher educators and vocational teachers. We believe that combining handicapping condition specialists with vocational teacher educators will allow productive, and sometimes lively, discussions. The discussion schedule assumes that vocational teacher educators will not have to give general information regarding the ARD/IEP process, assessment, and so forth, since this information will have to meet the certification requirements that address "skills in informal assessment and a variety of instructional techniques and procedures for implementing the educational plans for exceptional/handicapped pupils."

As you read through the questions, please remember that each group will have one teacher educator who has specialized in one of the three handicapping conditions--learning disability, emotional disturbance, and mental retardation--and one person who has been working in the school with students who have the disability. Also in the group will be four to six teacher educators from one of the six vocational areas: industrial education, homemaking, vocational office education, health occupations, agricultural education, and distributive education. Teacher educators from each area will meet with one set of disability specialists, answer the following questions for that disability, then move on to the next disability and answer the same questions. Answers will therefore be specific to the effect of one disability on one vocational area.

As you can see from the schedule, each group of teacher educators will spend half an hour learning about each disability on the first afternoon. Later sessions will last two and one-half hours each, although groups can go longer, of course. Please do not feel that you must work your way, question by question, through the entire discussion schedule. Depending on the handicap, you may have to spend extra time on certain topics. But please do try to address each major topic. You will also quickly realize that many of the issues are extremely controversial: remember that our purpose is not to come up with one best answer. Instead of trying to reach consensus, simply list what you feel are some good alternatives, some solutions you could suggest to your students.

Discussion Questions

1. Mechanics of Teaching

   A. Testing Methods and Grading Systems

      How will testing methods and grading systems have to change for students with this handicapping condition? Give examples.

Will these changes cause any discrimination to the other students?

What other issues will these changes raise for the prospective teacher?

Why are the changes necessary?

Will these changes in any way compromise the quality of the learning?

B. Communication

What communication problems will this handicapping condition raise between teacher and student?

How can these problems be handled?

Where can you tell your students to go for additional help, once they are teaching?

In what way will these problems impede the student's ability to get and keep a job?

What do prospective teachers need to consider about the student's disability and consequent ability to communicate with regard to the student's employability?

C. Presentation

What techniques might teachers use to overcome this handicapping condition?

Give alternative methods of presenting information.

How can you decide how students learn best? Do you know of any instruments to recommend to your prospective teachers?

2. Safety Concerns

What are the safety prerequisites for courses in your vocational area?

What hazards will be particularly dangerous for the student in a typical class or shop?

How can the prospective teacher set up special precautions?

What safety devices can you suggest?

What must the prospective teacher know about covering his or her own liability?

What safety problems might the student face in getting or keeping a job?

What must the prospective teacher know about his or her own attitudes regarding safety and the attitudes of prospective employers?

What can the teacher do to prepare the student for dealing with those attitudes?

What might vocational teachers need to request at the ARD/IEP meetings regarding safety?

What might be on a safety test for students with this handicapping condition which would help guarantee their readiness to enter the class? How might you have to alter your regular test?

3. Individualizing Class Content

What, within your area, might need to be modified for students with this handicapping condition?

What are some methods for modifying the class content?

How might a teacher decide what the students' strongest points are?

What issues would club activities raise? How might these activities need to be modified and how would it be done?

How should teachers determine exit points for students?

What do prospective teachers need to know about working with an aide, should one be provided for the student?

How might assignments be varied to meet the individual needs of handicapped students?

4. Social Aspects

A. Discipline

What special problems might arise because of this handicapping condition?

What feelings (pity, special treatment) might the teacher need to deal with personally before addressing the behavior problem?

What practical methods could teacher educators recommend?

What problems might the student--because of the disability--raise for other students?

How could teachers handle this?

What special rules should teachers be aware of with regard to disciplining handicapped students (such as the fact that only the ARD committee can expel a student)?

Are there any special considerations teachers will have to give to parents?

Will this discussion raise any specific issues for prospective teachers?

From your experience, have students been surprised, learning something, been successful with a method, or had any insights regarding the behavior problems of students with this handicapping condition after student teaching?

B. Teacher and Pupil

What must prospective teachers watch out for with regard to their own attitudes toward students with this handicapping condition?

What can teachers do to prepare students for a handicapped student?

When should a teacher decide not to let other students know about a handicap?

What are the pros and cons of not publicizing a handicap?

5. Employability Concerns

A. Getting a Job

What problems might the student face?

How could each of these barriers be minimized?

What must the teacher do to prepare the student for these problems?

Why might an employer refuse to hire a student with this handicapping condition?

Discuss the pros and cons of these reasons.

What special efforts might a teacher have to make to get a student employed?

Should a teacher have any special attitudes, etc.?

Discuss whether a teacher should always tell an employer about the handicap.

B. Keeping a Job

Discuss the things related to the handicap that might cause a student to be fired.

How might a teacher prepare the student for these problems?

How might a coordinator's role change when working with the handicapped?

6. Recognizing Students' Handicaps

In what circumstances might this handicapping condition become evident?

From your experience, what separates a student with handicaps from those who would not benefit from special education?

Discuss the pros and cons of special education.

How should a teacher decide whether to recommend a student for special education?

7. The IEP, Assessment

What extra equipment might a student with this handicapping condition need?

What other special assistance?

What entry-level requirements should a teacher be certain that students with this handicapping condition have before entering their program?

Appendix B

Inservice Activities

Activity I

Improving Communication

Purpose

To encourage participants to think of how communication can be improved in their local setting.

Materials

Paper and pencil for each participant
Art or news print for each small group
Masking tape

Time

30-60 minutes

Instructions (for the small group leaders)

1. Hand out one piece of paper to each participant.
2. Ask them to individually and silently respond to the question chosen for discussion. Give them five minutes.
3. Then ask for one suggestion from each group member. List these on the art or news print.
4. Discuss as time allows. You will be given 10 minutes.
5. Choose the most important of the suggestions and mark it.
6. Give your news print to the workshop leader to tape up and be ready to discuss your most important suggestion.

Special Instructions

1. Be sure all necessary materials are available.
2. Choose one question for discussion.
3. Explain the activity and be sure that each small group has identified a leader.
4. Announce a time schedule and remind the group leaders to stick to it.
5. To end the activity, ask each group leader to discuss briefly each group's results.

Problems

Your main problem will be keeping the group on schedule. This technique invariably raises discussion so participants will easily take longer than the time allotted.

Activity II

Who's Responsible?

Purpose

To discuss the roles and responsibilities of educators involved with educating the handicapped.

Materials

Workbook

Time

15-40 minutes

Instructions

1. Discuss each situation and respond to the questions.
2. Share your conclusions with the entire group.

Situations

1. Mr. Hodges, the metal trades teacher, has finally decided that one of his students needs special help. It's not just that Andy reads poorly (so many of Mr. Hodges' students have that problem), it's that Andy can hardly read at all. Figuring that someone from special education might be able to help the boy, Mr. Hodges goes to the vocational counselor, only to discover the boy is already in special education. No one has told Mr. Hodges.

   Who's responsible? What are some reasons why no one told Mr. Hodges? How would it have helped Mr. Hodges to have known?

2. Mr. Phillips looked around the table at each of the members of the IEP writing committee in disbelief. After all he had said, were they still going to put the boy in building trades? When he had heard what special education was planning, he had gone through the student's records very carefully, talked to the student's past teachers, and even tried to call the parents. Seeing some of what the boy had done in the past, Mr. Phillips was positive that building trades was no place for this particular emotionally disturbed student. But no one was listening.

How much say should the vocational director have? How can Mr. Phillips get the committee's attention? If the student has an accident, who will be held accountable? Who will actually be responsible? What effect will that have on Mr. Phillips' attitude?

3. After hearing about mainstreaming, Ms. Davis, the data processing teacher, has become interested in having some mentally retarded students in her class. She feels, though, that for the students to learn enough, she will need an aide. Someone has mentioned to her that funds might be available somewhere but when she approaches the vocational director he just laughs. "Funds?" he asks. "Who are you kidding?"

   If funds are available, who would know? More importantly who would be willing to help Ms. Davis track them down? In your school, who will have both the interest and the knowledge to follow through on this?

4. After working all year with a hearing impaired student in his radio and TV repair class, Mr. Riley discovers that the student has been withdrawn from his class and placed in a job. A little disgruntled, Mr. Riley goes to the Vocational Adjustment Coordinator (in special education) who has been responsible for placing the student. "Just doing my job!" the VAC exclaims. "But you put the student at Burger King. That doesn't have anything to do with radio and television repair!" The VAC just shrugs. When he complains to his vocational director, Mr. Riley gets little more than the same shrug. "What can I do?" the director asks.

   Who's responsible? Who could correct this situation? Have you experienced a situation like this? What did you do?

5. Ms. Rupert couldn't understand a thing the diagnostician was saying. If it wasn't acronyms, it was numbers. Was everyone in special education so highly educated that they weren't of any practical use? If only the diagnostician could tell her how well the student might do in health occupations.

   Why and how should the diagnostician make sure the rest of the IEP committee understands her? Is Ms. Rupert justified in expecting the diagnostician to give her information pertaining to health occupations? Who is responsible for finding out how well the student would benefit from specifically health occupations?

6. The vocational counselor looked across her desk at the special education director. How was it, the counselor wondered, that a director of a big program like special education could know so little about vocational opportunities available to handicapped students? The director stood up. "Just choose a program you think would work. I'm sure you know what's available over here in voc. ed."

Is the counselor's disapproval justified? Who should be responsible for choosing the student's program?

7. "Please, Mr. Williams," the resource teacher pleaded. "Charlie really could do well in a food service course. Please consider allowing him into your regular program." She might just as well have been talking to a wall. "My dear Ms. Richards," he said. "When you know as much as I do about vocational education, I will let you decide who goes into a program. Until then, I suggest you do your job and let me do mine." There is only so much that a person can take. Ms. Richards left.

   Whose responsibility is it to go to Mr. Williams? Should the director have the right to decide who gets in a program? How does the system work in your school?

Special Instructions

1. Divide the group into smaller groups of from five to ten participants each.
2. Review the instructions as given in this book.
3. Because each situation requires approximately 15 minutes, you may want to choose two or three which especially apply to your local district.
4. Time each discussion. After approximately 10 minutes, ask group leaders to summarize briefly their group's answers to the questions.

Problems

Your main problem will be time. Decide on a schedule and stick to it.

Activity III

Which Job?

Purpose

To identify possible long-range goals for handicapped students.

Materials

Copies of the following form, pencil.

Time

20-30 minues

Instructions

1. Your workshop leader will assign one of the students described below.
2. Based on these descriptions go through the following form and mark whether you believe each job will be an appropriate long-range goal for the student. Be ready to defend your decision. You will be given five minutes to go through the list.
3. Share your decisions with your small group. You will be given ten minutes to come up with a group list.
4. Your workshop leaders will be leading a discussion about the differences between the small groups' lists.

Students

Sam Thompson is a mildly retarded student. He is 19 years old. Sam has a short attention span and is frequently inattentive. He is significantly below grade level in both reading and math. His motor skills are average for his age.

Tony Garza has an auditory learning disability and has difficulty following oral instructions. When receiving instructions Tony frequently requests that information be repeated. His math skills are good, but his reading skills are at about the third-grade level.

Tracy Wilson, a 16-year-old wheelchair-bound paraplegic, is paralyzed from the waist down. She moves around easily in her wheelchair and has full use of her arms. Her reading and math skills are at grade level and her performance in the building trades has been excellent.

Lorne Simpson, an 18-year-old partially blind student, must depend on his sense of touch for learning. He has some difficulty with eye-hand coordination and while his math is at grade level his reading is below grade level.

Peter Miller is a 19-year-old deaf student. He does some lip reading and signing. Peter is unable to recognize speech sounds, even with a hearing aid, and his reading and math are about two grades below his school-aged peers.

	Appropriate	Not Appropriate	Appropriate With Modifications
Possible Long-Range Goals			
Sales clerk			
General merchandising retailing			

	Appropriate	Not Appropriate	Appropriate With Modifications
Food stores			
Apparel and accessories store			
Motor vehicles and accessories			
Insurance			
Clerical			
Bank teller			
Bookkeeper			
Cashier			
File clerk			
Library attendant or assistant			
Mail carrier			
Proofreader			
Receptionist			
Secretary			
Stenographer			
Typist			
Office machine operator			
Automobile and accessories installer			
Cabinetmaker			
Carpet installer			
Construction			
Brickmason or stonemason			
Bulldozer operator			
Cement and concrete finisher			
Electrician's apprentice			
Floor layer			
Painter's apprentice			
Painter			
Paperhanger			
Plasterer			
Plumber			
Plumber's assistant			
Roofer			
Tile setter			
Electric power lineman			
Mechanics and repair people			
Air conditioning, heating, refrigeration			
Automobile body			
Automobile mechanic			
Farm implements			
Heavy equipment mechanics			

	Appropriate	Not Appropriate	Appropriate With Modifications
Household appliance and accessory installers and mechanics			
Office machine			
Radio and television			
Metal craftsmen			
Boilermaker			
Job and die setter			
Machinist			
Sheetmetal worker			
Printing craftsmen			
Bookbinder			
Compositors and typesetters			
Photoengraver and lithographer			
Pressman and plate printer			
Tailor			
Upholsterer			
Clothing ironer and presser			
Garage worker and gas station attendant			
Laundry and dry cleaning operative			
Meat cutter and butcher			
Welder and flame cutter			
Seamstress			
Bus driver			
Carpenter's helper			
Garbage collector			
Farm laborer			
Food service worker			
Bartender			
Busboy (or girl)			
Cook			
Dishwasher			
Food counter and fountain worker			
Waiter			
Health service			
Dental assistant			
Nurse's aide, orderly, attendant			
Child care worker			
Hairdresser and cosmetologist			
Shampooer			
Barber			
Guard or watchman			

	Appropriate	Not Appropriate	Appropriate With Modifications
Baggage porter or bellhop			
Chambermaid			
Janitor			
Delivery person			
Taxicab driver			

Hidden Purpose

To show vocational teachers the many jobs which handicapped students would be capable of doing if given the opportunity and the appropriate training.

Special Instructions

1. Divide the participants into smaller groups. Assign a handicapped student.
2. Give each participant a copy of the form in their workbook and five minutes to complete the form.
3. Then ask their small group to develop a list together (which they agree on). Give them ten minutes for discussion.
4. Lead a discussion based on the small groups' lists and the way they differ. When participants have suggested that students could perform the job and be trained with modifications, ask them to define those modifications.

Activity IV

IEP Meetings

Purpose

To discuss the problems involved with developing individualized education programs for handicapped students.

Materials

Workbook

Time

15-40 minutes

Instructions

1. Discuss each situation and respond to the questions.
2. Share your conclusions with the entire group.

Situations

1. When Mr. Rogers got his notice to attend an IEP meeting, he just grimaced and shuffled it under a stack of old mail on his desk. What did it really matter whether an old auto mechanics teacher like himself went to one of those special education meetings? What could it possibly have to do with him? After all, whether he went or not, special education would still put the student in whatever class they wanted. His being there wouldn't make a bit of difference so he wasn't going to go.

   In your local situation, would Mr. Rogers have been justified in assuming that special education would place the student wherever they decided--no matter what was advised at the IEP meeting? What are some good reasons for Mr. Rogers to go to the meeting--even if his advice is unheeded?

2. Ms. Clark looked up from the paper that the diagnostician had put on her desk. She had a puzzled look on her face. "I thought these IEPs were supposed to come out of group decisions. As a vocational counselor I feel that I have more to contribute to this student's placement than just my signature on the dotted line--especially when the student's being placed into cosmetology!" The diagnostician nodded sympathetically. "You're absolutely right," she agreed, "but no matter what the law says, those meetings take too much time."

   What is lost when the group meeting is abandoned? How does the student lose? List some practical suggestions for streamlining the IEP meeting.

3. As Mr. Archer followed the vocational director into the office, he continued his tirade. "It's that 'present level of performance' that bothers me the most," he said. "Sure those people can tell you what grade level the student's reading is at or the space relations or all sorts of other nonsense. But how safe is the kid going to be with a saw? That's what I want to know. And is he going to do what I tell him to do?"

   What problems do diagnosticians and counselors face in accessing a student's present level of performance as it relates to vocational education? What could you do to help determine the student's performance as it relates to your own vocational area?

4. Miss Smith turned her shrewd eyes on each person sitting around the table. "Really!" she exclaimed. "How you expect Melissa Perkins to succeed in VOE I do not know. Employers will never hire a young lady in a wheel chair--I haven't been in office work for 30 years without knowing that." Then she sighed, and leaned back. "But if you insist, I will allow Melissa to enter my class--but only with grave reservations, and with the knowledge that I will be wasting my time."

In your experience how hesitant have vocational teachers been to allow handicapped students into their classes? Were the reasons valid? List some possible factors which could cause hesitance and some ways to overcome these factors.

5. "Look at this," Ms. Newhart said to the agricultural teacher. "Another memo telling me to come to an IEP meeting. How do they decide who's going to go anyway?" Mr. Harding shrugged. "Who knows? Went to a meeting last week. What do I find out? The kid belongs in Ag. Shoot, the kid hates being outdoors. Those counselors should go back to the colleges they came from. Know as much about work as my baby does."

   Is a memo the best way to prepare a teacher to participate in writing an IEP? List some steps the counselor should take between talking to the student and deciding which vocational teacher should be at the IEP meeting. What could vocational teachers do to prepare for the IEP meeting?

6. "Hey, wait just a minute," said Mr. Hawkins, as the rest of the group prepared to move past the part of the IEP that listed special services. "Hey, if this kid's going to be in my class, then I need an aide. Am I going to get an aide?" "Now, Harry," the special education director said, "you know we don't have money for an aide." Harry folded his arms in front of him. "Well, if I can't have an aide, how can you say this program you've got planned for this student is--what do you call it--appropriate?"

   If Mr. Hawkins did in fact require an aide, was he right in saying that the program would be inappropriate without one? Explain why you agree or disagree with Mr. Hawkins. In your experience, what special services have been provided as a result of the IEP meeting? What action would a statement like Mr. Hawkins' cause in your local situation?

Special Instructions

1. Divide the group into smaller groups of five to ten participants each.
2. Because each situation requires approximately 15 minutes, you may want to choose two or three which especially apply to your local district.
3. Time each discussion. After approximately 10 minutes, ask group leaders to summarize briefly their group's answers to the questions.

Problems

Your main problem will be time. Decide on a schedule and stick to it.

Appendix C

Themes and Typical Presenters for CUNY Workshops on the Handicapped

(Goldman, et al., 1981)

Increasing Our Awareness of Handicap: Activities for Trainers

-- Rehabilitation and Counseling Psychologist.

The Parent's Point of View

-- Parents of special education students currently attending project high schools.

The Student's View

-- Special education students from project high schools.

Vocational Education for the Handicapped: A Marriage of Disciplines

-- Principal of a Career Development Center Secondary School, the BOCES Nassau County Assistant Superintendent for Special Education, BOCES Nassau County.

Career Education in a Comprehensive High School: An Exemplary Program

-- Coordinator of Career Education for the Division of Special Education, New York City Board of Education.
-- Career Education Advisor, a resource teacher, the classroom teacher --Edward R. Murrow High School.

Nurturing Vocational Success in the Learning Disabled High School Student

-- Professor of Special Education, Adelphi University, formerly a supervisor of classes for brain-injured students, New York City Board of Education.

Career Preparation for Emotionally Handicapped Students

-- Professor of Special Education, Fordham University, formerly principal of schools for socially maladjusted students, New York City Board of Education.
-- Principal of Cluster Programs including emotionally handicapped (high school dropouts) and Adult Skills Training Center for older retarded adolescents, New York City Board of Education.

-- Supervisor in the Bronx Special Education Region for staff training and curriculum development.

Work Experience Programs for Special Education Students

-- Three staff members currently involved in developing, coordinating and carrying out work experience programs in the Bronx Region.

Work Evaluation and Assessment Programs for Special Education Students

-- Director, Vocational and Industrial Rehabilitation Services, ICD Rehabiliation and Research Center.
-- Supervisor, Bronx Occupational Training Center.

Career Development of Mentally Retarded Students

-- Principal, occupational teachers, and job developers--Queens Occupational Training Center.

The Adkins Life Skills Program: Employability Skills Series

-- Director of Training at the Institute for Life Coping Skills, Teachers College, Columbia University.
-- Two teachers trained in using the Life Skills program with special students at Westchester BOCES and Bronx Occupations Training Center.

Programs and Practices in Project Schools: Current and Planned

-- School Teams in this project.

Agency Sponsored Vocational Programs for In-School High School Students

-- Chief Evaluator, Director of Rehabilitation, and Personal and Adjustment Training Supervisor, Goodwill Industries of Greater New York.

Postsecondary Training Opportunities at Community Colleges

-- Coordinator of Special Services for Handicapped Students at LaGuardia C.C., Queensborough C.C., Hostos, C.C., Kingsborough C.C., Nassau C.C.

Agency Sponsored Occupational Training Programs for School-Leavers

-- Director of Counseling, Office of Vocational Rehabilitation
-- Director of Rehabilitation, Federation of the Handicapped
-- Training Supervisor, Federation Employment and Guidance Center
-- Training Supervisor, ICD Rehabiliation and Research Center

The Role of the Queens Special Education Regional Office in Implementing School Plans

-- Queens Supervisors of high school special education programs.

Job Placement and Job Development Activities for Special Education Students

-- Coordinator of job placement for special education students, New York City Board of Education.
-- Job developers from rehabilitation agencies.
-- Personnel and employment managers from selected business firms.

END OF YEAR CONFERENCE: "WHERE WERE WE, WHERE ARE WE NOW, WHERE ARE WE GOING?"

Appendix D

Agency Inventory

	ITEM
I.	Authority
II.	Organization/Agency
III.	Purpose
IV.	Advisory Groups
V.	Target Groups Served
VI.	Services Rendered

Agencies Serving the Handicapped

	ITEM
VII.	Plan Content
VIII.	Services and Delivery Mode
IX.	Funding Source
X.	Working Relationships With Other Agencies
XI.	Information Received From

Appendix D (Con'd.)

Special Needs Interagency Cooperation Directory

AGENCY _____

Information Received From: _____ Position _____
Address: _____ Phone _____
_____

Disabilities Served: _____
_____
_____

Ages Served: _____

Eligibility Criteria: _____
_____
_____

Agency Funded by: _____
_____

Working Relationship (Support/Restrictions) With Other Agency:

Agency	Relationship
_____	_____
_____	_____
_____	_____

Services Rendered: (Please check (√) appropriate space and add other services)

( ) Academic
( ) Therapy - speech, physical, occupational, psych, other ( )
( ) Assessment/evaluation: Type ( )
( ) Vocational guidance
( ) Occupational training
( ) Job placement
( ) Employment adjustment
( ) Transportation
( ) Equipment/facility modification

Others, please list:
_____
_____

Contact Persons and Phone Numbers _____
_____
_____

Please use additional pages when needed.

Appendix E

Interagency Cooperation Checklist

(Tindall, 1982)

___ 1. Appoint a representative from each agency to become responsible for organizing an interagency team.

___ 2. Seek representation from various levels of programming from the participating agencies.

___ 3. Seek membership from advisory committees, liaison groups, and advocacy organizations.

___ 4. Establish a calendar and determine dates for interagency team meetings.

___ 5. Develop the basic assumptions upon which the need for interagency cooperation is based.

___ 6. Develop a common set of definitions agreed to and used by all agencies.

___ 7. Review existing cooperative services agreements, their implementation and effectiveness.

___ 8. Collect all relevant information (legislation, regulations, guidelines, policies, and directives, etc.) pertaining to occupational preparation, especially as it relates to the handicapped.

___ 9. Categorize data according to a service delivery process which identifies the following:

- ___ Mandated services
- ___ Permission services
- ___ Duplication of services
- ___ Gaps in service delivery

___ 10. Identify specific problem areas not addressed in federal and state legislation, regulations, and policies which may impede cooperative services delivery.

___ 11. Establish eligibility criteria by setting minimum instructional components and entry level requirements.

___ 12. Formulate interagency goals and establish timelines for the development, implementation, and evaluation of the interagency cooperative service agreement.

___ 13. Prepare the criteria and the process by which interagency collaboration will be implemented and evaluated.

___ 14. Establish funding procedures to facilitate joint program development and implementation.

___ 15. Present goals, timelines, and evaluation process to participating agencies and cooperating groups for approval and acceptance.

___ 16. Assign appropriate individuals to write the first draft of a written agreement.

___ 17. Review first draft and agree on revisions.

___ 18. Prepare final draft and make necessary revisions suggested by agencies.

___ 19. Secure any administrators' signatures.

___ 20. Establish communication linkages and information dissemination procedures.

___ 21. Establish inter/intra-agency personnel department.

___ 22. Assign an interagency team (state and local representation) to design evaluation procedures and timelines.

___ 23. Establish monitoring procedures and guidelines to assist in the evaluating of interagency collaboration. A process for gathering and reporting data has to be jointly developed to ensure that "monitor data" is shared and becomes part of the total evaluation. Types of data which monitoring should provide include:

(a) Appropriateness of service;
(b) IEP/IWRP reviews;
(c) Gaps and overlaps in service delivery;
(d) Client/trainer input;
(e) Complaints; and
(f) Problem/resolution.

___ 24. Establish a schedule for periodic reviews (e.g., 3 or 6 months) of the agreement and its effectiveness in the joint delivery of services to handicapped individuals. At such meetings, a review and analysis of "monitor data" can provide the basis for determining the degree of success in maximizing occupational opportunities for handicapped individuals.

___ 25. Establish process for gathering and reporting data from the periodic reviews. The following components could be incorporated:

a) Intra/inter-agency summary of activities pertaining to interagency collaboration.
b) A summary of major findings from monitoring process and from the periodic reviews.
c) Recommendations to be considered in the renegotiation of new agreements. The final report should be shared with all participating agencies, advocacy/advisory groups, and

other governmental and policy making bodies which have influence over educational and training programming.